

Eureka Math *A Story of Units*

Second Grade – Module 3

2015-2016

Table of Contents

Module Assessment Overview	page 2
Grade 2 Standards Checklist	page 3
Module 3 Mid Module Assessment Task...	
Score Sheet	pages 4-5
Rubric	page 6
Key	pages 7-8
Module 3 End-of-Module Assessment Task...	
Score Sheet	pages 9-10
Rubric	page 11
Key	pages 12-13

Materials based on Eureka Math Version 3. End-of-Module test has been updated.



Module Assessment Overview

Purpose of Assessments

Mid-Module Assessment: These tasks address approximately the **first half** of the module's learning objectives, and provide important information for instruction and for grading.

End-of-Module Assessment: These tasks are based on all standards addressed in order to gauge students' full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Administration of Assessments

- Mid- and End-of-Module Assessments are designed to be completed in approximately one math session. However, The tests can be given over multiple days as needed.
- Assessments are designed to be completed independently by students, without assistance.
- Items can be read to students as needed. (Read the items as written; do not reword.)
- These tasks should not be preceded by review of similar problems.

Grading Guidance

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

4 – Advanced: Student demonstrates advanced understanding of grade level standards expected at this time of year.

3 – Proficient: Student demonstrates proficiency with grade level standards expected at this time of year.

2 – Basic: Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

1 – Below Basic: Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel's grade scale.

General Grading Guidance:

- On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

Module 3 Grading Guidance:

- The standards assessed in Module 3 will not be assessed again. (See checklist on page 3.)

Updates

Grade 2 Common Core State Standards Checklist by Module

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards that are first assessed in Module 3. Some standards may be assessed again in future modules. *Note that standards included in major clusters are followed by an asterisk (*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

CCSS		GRADE 2 MODULES							
		1	2	3	4	5	6	7	8
2.OA	1*	X			X				
	2*	X							
	3*						X		
	4*						X		
2.NBT	1a*			X					
	1b*			X					
	2*			X					
	3*			X					
	4*			X					
	5*	X			X				
	6*				X				
	7*				X	X			
	8*				X	X			
	9*				X	X			
2.MD	1*		X					X	
	2*		X					X	
	3*		X					X	
	4*		X					X	
	5*		X					X	
	6*		X					X	
	7								X
	8							X	
	9							X	
	10							X	
2.G	1								X
	2						X		
	3								X

Second Grade Module 3: Mid Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 3: Mid Module Assessment				
	Domain	Standards			
Question	Number and Operations in Base Ten	2.NBT.1a	2.NBT.1b	2.NBT.2	2.NBT.3
1a	1 2 3 4	X	X		X
1b	1 2 3 4	X			
1c	1 2 3 4		X		
1d	1 2 3 4	X	X	X	

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	14-16 points
	3	10-13 points
	2	6-9 points
	1	4-5 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Note: The lowest rubric score is 1. Therefore, any student scoring at level 1 for each assessment item will still be assigned 4 points. This translates to a score of 1 in the grade book.

Second Grade Module 3: Mid Module Assessment Task Score Sheet (continued)

Mid-Module Assessment Task (Topics A–G) Clusters and Standards Addressed	
Understand place value.	
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.” b. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).
2.NBT.2	Count within 1000: skip-count by 5s, 10s and 100s.
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Second Grade Module 3: Mid Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 points)
1(a) 2.NBT.1 2.NBT.3	The student correctly answers 0 of the three parts.	The student correctly answers 1 of the three parts.	The student correctly answers 2 of the three parts.	The student correctly answers 3 of the three parts. (See below.)
	<ul style="list-style-type: none"> (1) Three hundred fourteen (2) $300 + 10 + 4 = 314$ (3) 3 hundreds 1 ten 4 ones 			
1(b) 2.NBT.1a	The student correctly answers 0 of the two parts.	The student correctly answers 1 of the two parts.	The student correctly answers Part (1) and has a partially correct explanation.	The student correctly answers 2 of the two parts. (See below.)
	<p>(1) States there are 40 tens in 400.</p> <p>(2) Gives a clear explanation using pictures, numbers, and/or words.</p>			
1(c) 2.NBT.1b	The student correctly answers 0 of the two parts.	The student correctly answers 1 of the two parts.	The student correctly answers Part (1) and has a partially correct explanation.	The student correctly answers 2 of the two parts. (See below.)
	<p>(1) States that Dora needs 5 more \$100 bills.</p> <p>(2) Gives a clear explanation using pictures, numbers, and/or words.</p>			
1(d) 2.NBT.1 2.NBT.2	The student correctly answers 0 of the two parts.	The student (1) uses tens or hundreds to count correctly from \$400 to \$900, using skip counting or bundling OR (2) Explains in pictures, numbers, and/or words.	The student (1) uses tens or hundreds to count correctly from \$400 to \$900, using skip counting or bundling (2) Explains in pictures, numbers, and/or words.	The student correctly (1) uses tens and hundreds to count correctly from \$400 to \$900, using skip-counting or bundling (2) Explains in pictures, numbers, and/or words.

Second Grade Module 3: Mid-Module Assessment Task Key

Name Freddy

Date _____

1. Dora has saved \$314.

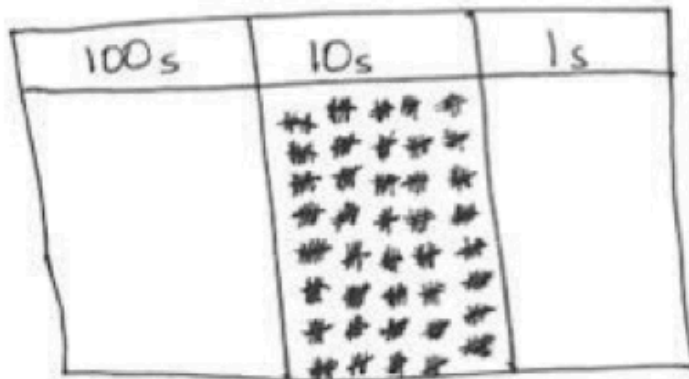
a. Write the amount Dora has saved in three different ways by filling in the blanks.

word form three hundred fourteen

expanded form $300 + 10 + 4 = 314$

3 hundreds 1 tens 4 ones

b. Dora's goal is to save \$400. How many tens are in \$400? Explain your answer using words, pictures or numbers.



40 tens are inside 400. You can see in the picture how I counted. Also, unit form. 40 tens 0 ones is 400.

Second Grade Module 3: Mid-Module Assessment Task Key (continued)

- c. Dora reaches her goal of \$400 in savings. She decides to set a new goal of \$900. How many more \$100 bills will she need to reach \$900 in savings? Explain your answer using words, pictures, or numbers.

Dora has →



I made a 10 frame!

Dora needs 5 more \$100 dollar bills.

- d. Dora made her new goal! She saved both ten dollar bills and hundred dollar bills to go from \$400 to \$900. Show how Dora could skip-count using tens and hundreds from 400 to 900. Explain your answer using words, pictures, or numbers.

\$400

410
420
430
440
450
460
470
480
490
500

\$500

600
700
800
900

She could count by tens to get to 500. Then she could count by hundreds to get to 900.

Second Grade Module 3: End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student **CAN** do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 3: End-of-Module Assessment					
Question	Domain	Standards			
	Number and Operations in Base Ten	2.NBT.1	2.NBT.2	2.NBT.3	2.NBT.4
1	1 2 3 4			X	
2	1 2 3 4			X	
3	1 2 3 4	X			
4	1 2 3 4		X		
5	1 2 3 4				X

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	18-20 points
	3	13-17 points
	2	8-12 points
	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Note:

Second Grade Module 3: End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–G) Clusters and Standards Addressed

Understand place value.

- 2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones: e.g. 706 equals 7 hundreds, 0 tens and 6 ones. Understand the following as special cases:
- a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
 - b. The numbers 100-900 refer to one, two, three, four, five, six, seven, eight or nine hundreds (and 0 tens and ones).
- 2.NBT.2** Count within 1000: skip-count by 5s, 10s and 100s.
- 2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits using $<$, $=$, and $>$ symbols to record the results of comparisons.

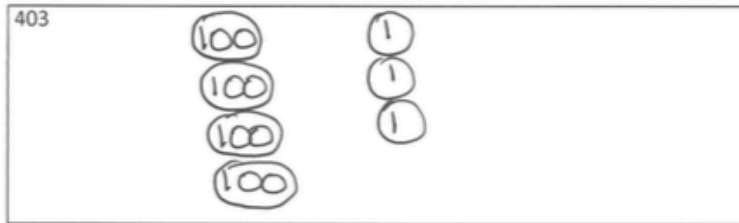
Second Grade Module 3: End-of-Module Assessment Task Rubric

A Progression of Learning				
Assessment Task Item	STEP 1 Little or no evidence of reasoning with an incorrect answer. (1 point)	STEP 2 Evidence of some reasoning with an incorrect answer. (2 points)	STEP 3 Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 points)	STEP 4 Evidence of solid reasoning with a correct answer. (4 points)
1 2.NBT.3	The student correctly answers 0 of the three parts.	The student correctly answers 1 of the three parts.	The student correctly answers 2 of the three parts.	The student correctly answers 3 of the three parts. (See below.)
	(1) Draws 403 in place value disks. (2) Writes 403 in expanded form. (3) Writes 403 in word form. Note: Accept various representations of 403, such as 4 hundreds 3 ones or 40 tens 3 ones, etc.			
2 2.NBT.3	The student correctly answers 0-2 of the six parts.	The student correctly answers 3-4 of the six parts.	The student correctly answers 5 of the six parts.	The student correctly answers 6 of the six parts. (See below.)
	a. (1) 235 b. (2) 168 c. (3) 634 d. (4) 480 e. (5) 213 f. (6) 730			
3 2.NBT.2	The student correctly answers 0-1 of the three parts.	The student correctly answers 2 of the four parts.	The student correctly answers 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) 1 b. (2) 1 c. (3) 10 d. (4) 16			
4 2.NBT.2	The student correctly answers 0-1 of the four parts.	The student correctly answers 2 of the four parts.	The student correctly 3 of the four parts.	The student correctly answers 4 of the four parts. (See below.)
	a. (1) \$730 b. (2) \$55 c. \$505 d. (4) Explains skip counting using numbers, words, or pictures.			
5 2.NBT.4	Student correctly answers 0-1 of the five parts.	Student correctly answers 2-3 of the five parts.	Student correctly answers 4 of the five parts.	Student correctly answers 5 of the five parts. (See below.)
	a. (1) < b. (2) > c. (3) > d. (4) = 3. (5) =			

Second Grade Module 3: End-of-Module Assessment Task Key

Name Freddy Date _____

1. a. Represent 403 using place value disks.



b. Write 403 in expanded form. $400 + 3$

c. Write 403 in word form. four hundred three

2. Write each number in **standard form**.

a. 2 hundreds 3 tens 5 ones = 235

b. 6 tens 1 hundred 8 ones = 168

c. $600 + 4 + 30 =$ 634

d. $80 + 400 =$ 480

e. Two hundred thirteen = 213

f. Seven hundred thirty = 730

3. Complete each statement.

a. 10 tens = 1 hundred

b. 10 ones = 1 ten

c. 10 tens = 1 hundred

d. 160 = 16 tens

Second Grade Module 3: End-of-Module Assessment Task Key (continued)

4. Write the total amount of money shown in each group in the space below.

a.

\$100	\$100
\$100	\$100
\$100	\$10
\$100	\$10
\$100	\$10

a. 730

b.

\$10	\$1
\$10	\$1
\$10	\$1
\$10	\$1
\$10	\$1

b. 55

c.

\$1	\$100
\$1	\$100
\$1	\$100
\$1	\$100
\$1	\$100

c. 505

d. Write one way you can skip-count by tens and hundreds from 150 to 410.

150, 160, 170, 180, 190, 200, 300, 400, 410

5. Compare.

a. 456 $<$ 465

b. 10 tens $>$ 99

c. $60 + 800$ $>$ Eight hundred sixteen

d. 23 tens 7 ones $=$ 237

e. $50 + 9 + 600$ $=$ 9 ones 65 tens